

UNIT PLAN TEMPLATE

TITLE OF THIS UNIT: _____

GRADE (S) LEVEL: _____

LENGTH OF UNIT (# of hours or # of weeks): _____

UNIT OVERVIEW

FOUNDATIONAL OBJECTIVES / LEARNING OUTCOMES / MAJOR GOALS

Please refer to applicable/relevant Saskatchewan Ministry of Education curriculum documents.

1.

2.

3.

4.

5.

PRE-ASSESSMENT / PRIOR KNOWLEDGE

DIVERSITY ISSUES

Unit Organizer

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Topics	Outcomes & Indicators	Activities	Materials	Assessment	Adaptations and Differentiations
Topic 1:					
	PGG				
Topic 2:					
	PGG				
Topic 3:					
	PGG				

Topics	Outcomes & Indicators	Activities	Materials	Assessment	Adaptations and Differentiations
Topic 4:					
	PGG				
Topic 5:					
	PGG				
Topic 6:					
	PGG				

Topics	Outcomes & Indicators	Activities	Materials	Assessment	Adaptations and Differentiations
Topic 7:					
	PGG				
Topic 8:					
	PGG				
Topic 9:					
	PGG				

INSTRUCTIONAL STRATEGIES

Direct instruction is highly teacher-directed and is among the most commonly used. This strategy is effective for providing information or developing step-by-step skills. It also works well for introducing other teaching methods, or actively involving students in knowledge construction.

- Structured Overview
- Lecture
- Explicit Teaching
- Drill & Practice
- Compare & Contrast
- Didactic Questions
- Demonstrations
- Guided & Shared - reading, listening, viewing, thinking

Indirect Instruction is mainly student-centered, although the two strategies can complement each other. Indirect instruction seeks a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It takes advantage of students' interest and curiosity, often encouraging them to generate alternatives or solve problems. In indirect instruction, the role of the teacher shifts from lecturer/director to that of facilitator, supporter, and resource person. The teacher arranges the learning environment, provides opportunity for student involvement, and, when appropriate, provides feedback to students while they conduct the inquiry (Martin, 1983).

- Problem Solving
- Case Studies
- Reading for Meaning
- Inquiry
- Reflective Discussion
- Writing to Inform
- Concept Formation
- Concept Mapping

- Concept Attainment
- Cloze Procedure

Experiential Learning is inductive, learner centered, and activity oriented. Personalized reflection about an experience and the formulation of plans to apply learning to other contexts are critical factors in effective experiential learning. The emphasis in experiential learning is on the process of learning and not on the product. Experiential learning can be viewed as a cycle consisting of five phases, all of which are necessary: (1) experiencing (an activity occurs); (2) sharing or publishing (reactions and observations are shared); (3) analyzing or processing (patterns and dynamics are determined); (4) inferring or generalizing (principles are derived); and, (5) applying (plans are made to use learning in new situations).

- Field Trips
- Narratives
- Conducting Experiments
- Simulations
- Games
- Storytelling
- Focused Imaging
- Field Observations
- Role-playing
- Synetics
- Model Building
- Surveys

Independent Study refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. While independent study may be initiated by student or teacher, the focus here will be on planned independent study by students under the guidance or supervision of a classroom teacher. In addition, independent study can include learning in partnership with another individual or as part of a small group.

- Essays
- Computer Assisted Instruction
- Journals

- Learning Logs
- Reports
- Learning Activity Packages
- Correspondence Lessons
- Learning Contracts
- Homework
- Research Projects
- Assigned Questions
- Learning Centers

Interactive instruction relies heavily on discussion and sharing among participants. Students can learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments. The interactive instruction strategy allows for a range of groupings and interactive methods. It is important for the teacher to outline the topic, the amount of discussion time, the composition and size of the groups, and reporting or sharing techniques. Interactive instruction requires the refinement of observation, listening, interpersonal, and intervention skills and abilities by both teacher and students.

- Debates
- Role Playing
- Panels
- Brainstorming
- Peer Partner Learning
- Discussion
- Laboratory Groups
- Think, Pair, Share
- Cooperative Learning
- Jigsaw
- Problem Solving

- Structured Controversy
- Tutorial Groups
- Interviewing
- Conferencing

Assessment Processes and Practices

1. What types of assessment tools might you use?

- Teacher made short answer/essay
- Demonstrating skills or knowledge rather than completing a written test or report.
- Recording homework assignments
- Contracts
- Presentations
- Using oral assessment techniques for students with reading or writing disabilities.
- Examples of students work
- Effort
- Improvement over year or term
- Teacher made multiple choice, true or false or matching tests
- Portfolios
- Informal inventories
- Rating scales
- Checklists
- Quizzes
- Observation or interviews with students
- Proofreading written work
- Participation of students
- Student self-assessment
- Student peer evaluation

- Standardized tests
- Attendance
- Teacher Journals

2. What are some strategies I might use to help students understand their learning?

- Provide feedback to students
- Assign grades to students
- Reviewing work
- Grouping students for learning
- Modifying learning tasks
- Edit/proofread student work
- Highlight student motivation and interests
- Highlight student study habits
- Discover effective student learning strategies
- Discuss upcoming quizzes or tests
- Give class feedback on tests, etc.
- Discuss assessment criteria when assigning work, i.e. Rubrics
- Discuss homework completion
- Collect, mark and keep assignments
- Collect, mark and return assignments
- Feedback on home work to the whole classroom
- Students mark own homework in classrooms
- Students exchange assignments and mark in class
- Use homework towards determining a mark

3. What are some strategies I might use to help students improve their learning?

- Allowing more time to complete tests and other assignments.
- Stating instructions in simpler terms.

- Focusing on a smaller number of assessment techniques or changing the frequency of gathering assessment information.
- Adjusting the type of criteria used for expected responses and the degree of accuracy required in these responses.
- Reducing weaknesses.
- Reducing student anxiety by providing familiar surroundings and practice in test-taking strategies.
- Changing expectations in the amount of work accomplished.
- Requiring higher ability students to provide more than one solution to a problem.
- Using a word processing program with a spellcheck feature with students who have problems spelling correctly.
- Modifying the presentation and answer sheets of tests and assignments to accommodate student
- Adapting the curriculum for diverse student needs
- Modifying instructional practices for diverse student needs

4. What are some uses for the assessment data that you collect?

- Interview with students
- Interview with parents/guardians
- Teacher conferences or collaborative planning
- Report cards
- Teacher/student/parent conferences
- Talking to other teachers
- Sharing assessment data with special services personnel (eg. consultants, coordinators)
- Sharing assessment data with in-school administration
- Sharing assessment data with school division administration